

M-STEP/MI-ACCESS

Final Reporting Thoughts/Drafts



Gayle de Jong, Ed.D.
Administration and Reporting,
M-STEP

THE REPORTING “VISION”



- Phase 1: Provide consistency with online and paper-and-pencil (transitioning).
- Phase 2: Revise reports based on feedback from stakeholders.
- Phase 3: The public portal will be developed to allow views of aggregate reports.
- Phase 4: Data will be “converged” in a “hub” that uses tools to allow individuals to access reports that are currently unavailable to them.

STUDENT DATA FILE

MEAP Fall 2012/2013 Student Data File Format


The downloaded file containing Student Test Scores is a Comma Delimited File (CSV)

C o l u m n	Field	Descriptor	Field Type (Length)	Format
A	TestCycleID	MEAP test period and Fiscal Year	text(20)	
B	ISDCode	ISD Code Number	int(2)	99
C	DistrictCode	School District Code Number	varchar(5)	99999
D	SchoolCode	School Code Number	varchar(5)	99999
E	FeederSchoolCode	Prior school number that student attended	varchar(5)	99999
F	Grade	Student Grade	varchar(2)	
G	LastName	Student Last Name	varchar(25)	
H	FirstName	Student First Name	varchar(25)	
AP	MathFocalPt2Score	Grade 03: Addition, subtraction fluency Grade 04: Multiplication and division Grade 05: Whole-number multiplication Grade 06: Whole-number division Grade 07: Rational number operations Grade 08: N/A	decimal(3,1)	99.9
AQ	MathFocalPt3Score	Grade 03, 04, 05, 06, 07: N/A Grade 08: Proportionality and similarity	decimal(3,1)	99.9




THE SECURE SITE-Preliminary Reports

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Secure Site

Michigan Department of Education



HomeAdminPre-Id FunctionsMaterial OrdersScorecardAMAOSecurity**Reports**Student InformationReview Requests

Student Test Scores

M-STEP Preliminary Reports for Online Testing are now available. **The preliminary report data are embargoed.** These reports are for internal use only, and are not to be shared or made public.

Search Criteria

Test Cycle* Spring 2015 M-STEP **Report Type*** Interactive Reporting

Report Parameters

Test Type*	Grades*	Content Areas*	Homeschooled
<input checked="" type="checkbox"/> N/A	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> N/A	Select

Entity Information

Note: If the district or school is disabled, reports for that entity have been suppressed. To resolve this, contact the call center at 877-560-8378.

ISD*	District*	School*
Select an ISD	Select a District	Select a School

Report Descriptions

SearchReset

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PRELIMINARY REPORTING- District Summary

Michigan Reporting

Welcome Gayle De Jong
Close Application

Home

Click here to see past alerts

Select a Dashboard

Roster Dashboard

Roster Report

Roster Report - Preliminary - Points Earned Distribution

District:

* = required field About this Report

*Assessment:

*Content:

*Grade:

Gender:

Ethnicity:

EL:

SWD:

Supports and Accommodations:

M-STEP

Mathematics

03

All

All

All

All

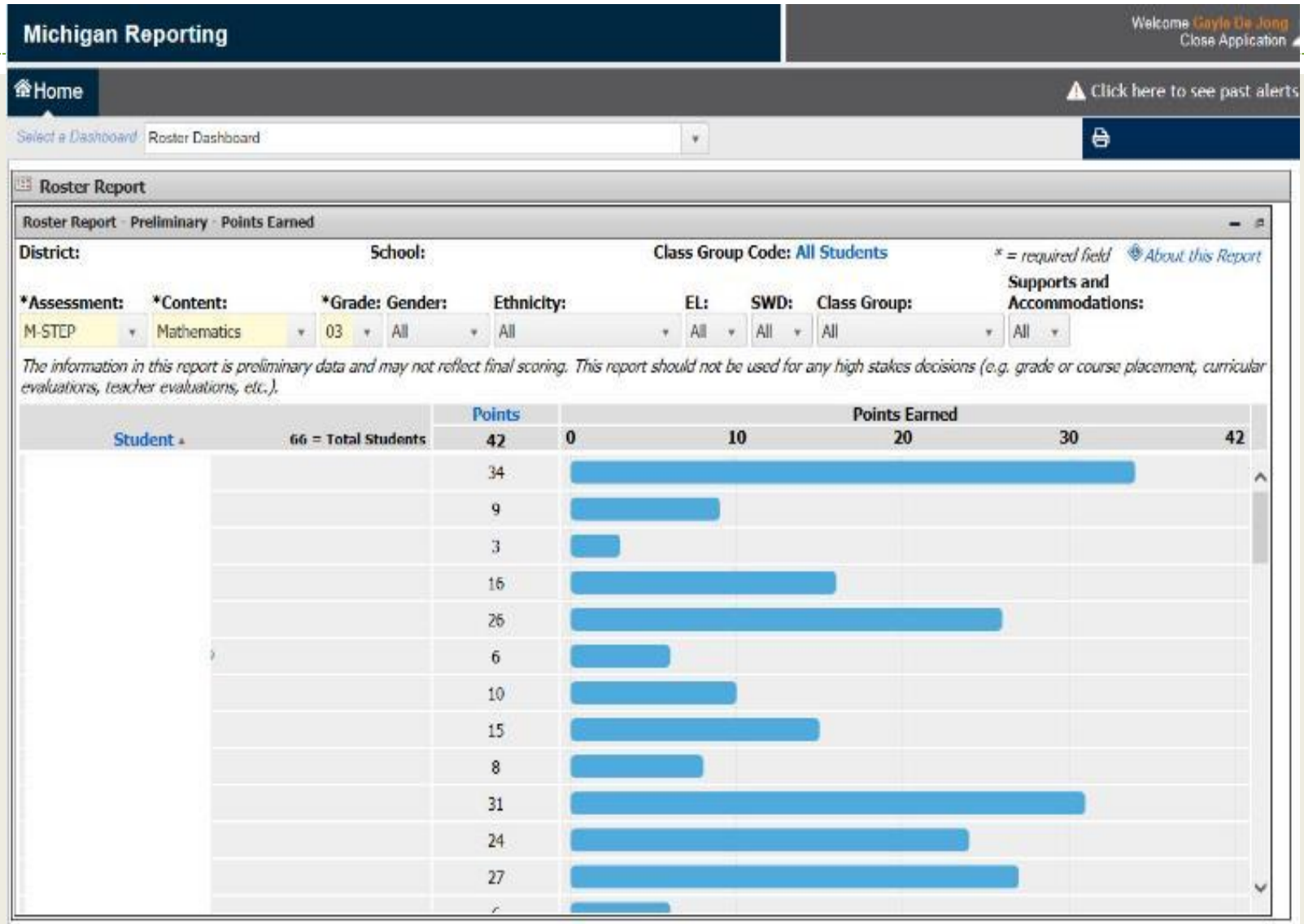
All

The information in this report is preliminary data and may not reflect final scoring. This report should not be used for any high stakes decisions (e.g. grade or course placement, curricular evaluations, teacher evaluations, etc.).

School	# Of Students	Min Points Possible	Min Points Observed	25th Percentile	Median (50th Percentile)	75th Percentile	Max Points Observed	Max Points Possible
	52	0.0	5.0	18.5	24.5	31.0	39.0	42.0
	82	0.0	0.0	13.0	18.5	27.0	37.0	42.0
	98	0.0	1.0	14.0	22.0	28.0	40.0	42.0
	50	0.0	4.0	9.0	16.0	22.0	32.0	42.0
	72	0.0	4.0	15.5	22.0	27.5	37.0	42.0
	85	0.0	4.0	13.5	19.0	26.0	40.0	42.0
	92	0.0	3.0	19.0	26.0	30.5	38.0	42.0
	62	0.0	2.0	19.0	24.0	29.0	37.0	42.0
	17	0.0	9.0	11.0	16.0	20.0	33.0	42.0
	63	0.0	2.0	13.0	19.0	27.0	36.0	42.0
	81	0.0	4.0	17.0	23.0	29.0	40.0	42.0
	58	0.0	5.0	18.0	24.0	28.0	36.0	42.0
	54	0.0	19.0	33.0	36.0	38.0	41.0	42.0

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PRELIMINARY REPORTING-Roster



THE INDIVIDUAL STUDENT REPORT-ISR

DRAFT Individual Student Report

Hello User

Log Out

2015 ➔ M-STEP ➔ Draft ISD Name ➔ Draft ABC District Name ➔ Draft ABC School Name ➔ Draft ABC Reporting Group

My Reports

ISR

Grade

Grade 3

Student

Student 13

Student 14

Smith, John B.

Student 15

Student 16

Student 17

Student 18

Student 19

Student 20

Content Area

Mathematics

2015 | M-STEP | ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name
School Code XXXXX | Draft ABC School Name | Draft ABC Reporting Group

Smith, John B. | Grade 3 | Mathematics

UIC: 0123456789 Gender: M DOB: 01/01/2007 Ethnicity: Two or more races Student with Disability: N
English Learner: N Formerly LEP: Y Designated Supports and Accommodations: Y

Overall Performance Level and Scale Score

1320

Gray = margin of error

Under 1300
Not Proficient

1301-1323
Partially Proficient

1324-1363
Proficient

Above 1363
Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1320	± 4	Partially Proficient	NA

Claim Scores

Claim	Scale Score	Level	Description
1: Concepts and Procedures	XXXX	✓	Near, At, or Above Proficiency
2: Problem Solving and 4: Modeling and Data Analysis	XXXX	✓	Near, At, or Above Proficiency
3: Communicating and Reasoning	XXXX	✗	Below Proficiency

ISR-Page 2

DRAFT Individual Student Report

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My Reports

ISR

Grade

Grade 3

Student

Student 13
Student 14
Smith, John B.
Student 15
Student 16
Student 17
Student 18
Student 19
Student 20

Content Area

Mathematics

Assessment Target Raw Scores (Points Earned / Points Possible)

▼ Claim 1	Students explain, apply mathematical concepts and carry out procedures with precision	XX / XX
Target A	Represent and solve problems involving multiplication and division.	XX / XX
Target B	Understand properties of multiplication and relationship between multiplication and	XX / XX
Target C	Multiply and divide within 100.	XX / XX
Target D	Solve problems involving the four operations. Identify, explain patterns in arithmetic.	XX / XX
Target E	Use place value and properties of arithmetic to perform multi-digit arithmetic.	XX / XX
Target F	Develop understanding of fractions as numbers.	XX / XX
Target G	Measurement and estimation of intervals of time, liquid volumes, and mass.	XX / XX
Target H	Represent and interpret data.	XX / XX
Target I	Geometric measurement use concepts of area, relate to multiplication and addition.	XX / XX
Target J	Geometric measurement distinguish between linear and area measures.	XX / XX
Target K	Reason with shapes and their attributes.	XX / XX
▼ Claim 2	Students solve a range of complex well-posed problems in pure and applied mathematics.	XX / XX
Target A	Apply mathematics to solve problems arising in everyday life, society, and workplace.	XX / XX
Target B	Select and use appropriate tools strategically.	XX / XX
Target C	Interpret results in the context of a situation.	XX / XX
Target D	Identify important quantities in a practical situation and map their relationships.	XX / XX
▼ Claim 3	Students construct arguments to support reasoning and to critique the reasoning of others.	XX / XX
Target A	Test propositions or conjectures with specific examples.	XX / XX
Target B	Construct chains of reasoning that justify or refute propositions or conjectures.	XX / XX
Target C	State logical assumptions being used.	XX / XX

ISR- INVALID

DRAFT Individual Student Report

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2015 → M-STEP → Draft ISD Name → Draft ABC District Name → Draft ABC School Name → Draft ABC Reporting Group

My Reports

ISR

Grade

Grade 3

Student

Student 13

Student 14

Smith, John B.

Student 15

Student 16

Student 17

Student 18

Student 19

Student 20

Content Area

Mathmatics

2015 | M-STEP | ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name
School Code XXXXX | Draft ABC School Name | Draft ABC Reporting Group

Smith, John B. | Grade 3 | Mathematics

UIC: 0123456789

Gender: M

DOB: 01/01/2007

Ethnicity: Two or more races

Student with Disability: N

English Learner: N

Formerly LEP: Y

Designated Supports and Accommodations: Y

Overall Performance Level and Scale Score

Invalid Test – Prohibited Behavior

Under 1300
Not Proficient

1301-1323
Partially Proficient

1324-1363
Proficient

Above 1363
Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	NA	NA	NA	NA

(Note: Not included in aggregated counts.)

This test was labeled **Invalid** due to the following reason:

Prohibited Behavior – Any behavior that is Tiisquo te magnatur? Velestrum faces delicip sandam apientem quaspiet fuga. Nequos eati ommodi aliciiis aut as eat.
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STUDENT OVERVIEW- Grade 11

DRAFT Student Overview Report

Hello User

Log Out

2015 → MME → Draft ISD Name → Draft ABC District Name → Draft ABC School Name

My Reports

Student Overview

Grade

Grade 11

Student

Student 13

Student 14

Smith, John B.

Student 15

Student 16

Student 17

Student 18

Student 19

Student 20

2015 | MME | ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name
School Code XXXXX | Draft ABC School Name

Smith, John B. | Grade 11

UIC: 0123456789 Gender: M DOB: 01/01/2007 Ethnicity: Two or more races Student with Disability: N
English Learner: N Formerly LEP: Y Designated Supports and Accommodations: Y

MME ELA Overall Performance Level and Scale Score

1320

Gray = margin of error

Under 1300
Not Proficient

1301-1323
Partially Proficient

1324-1363
Proficient

Above 1363
Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1320	± 4	Partially Proficient	NA

MME Mathematics Overall Performance Level and Scale Score

1320

Gray = margin of error

Under 1300
Not Proficient

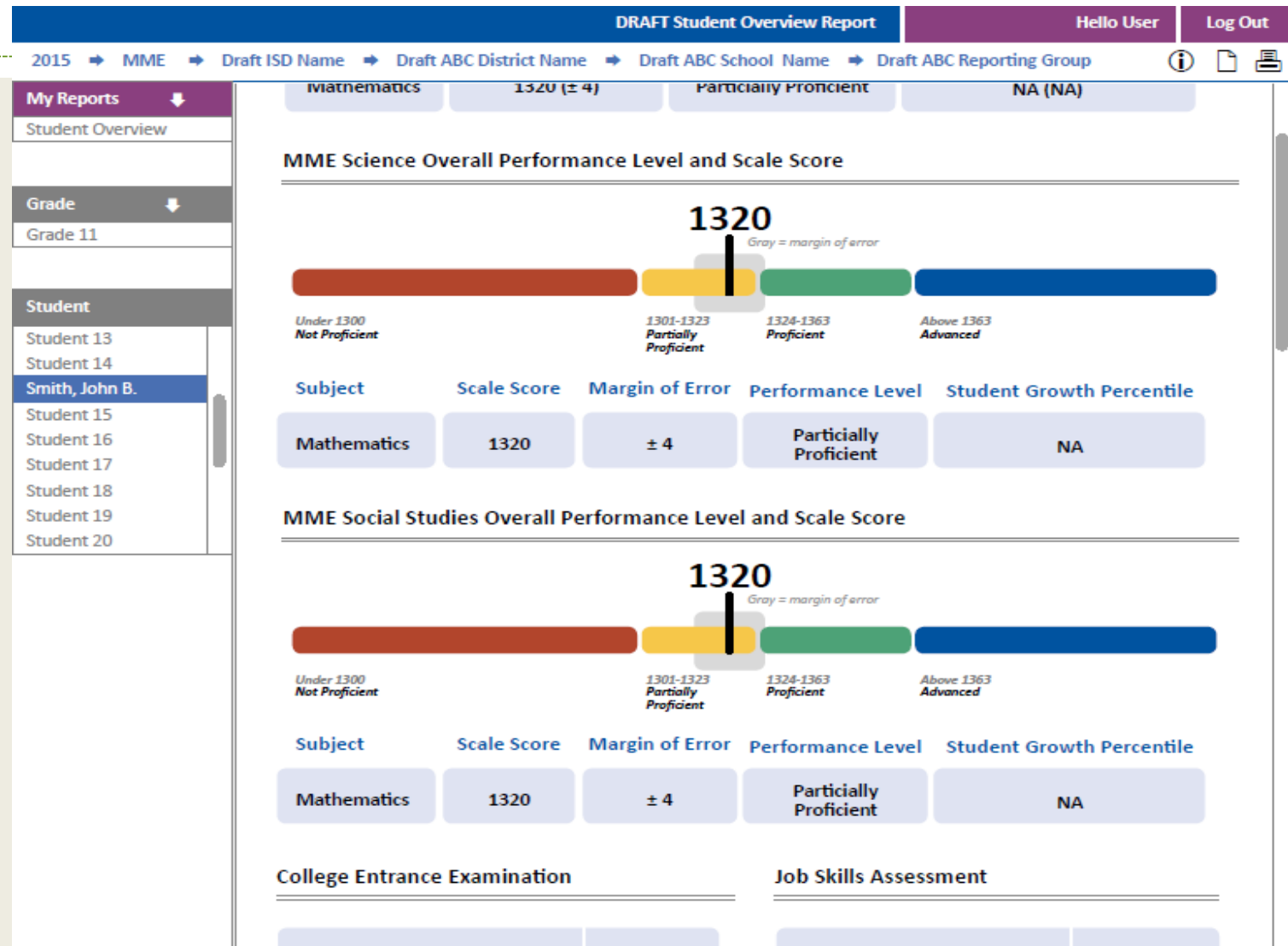
1301-1323
Partially Proficient

1324-1363
Proficient

Above 1363
Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1320	± 4	Partially Proficient	NA

STUDENT OVERVIEW- Grade 11, pg. 2



STUDENT OVERVIEW- Grade 11, pg. 3

DRAFT Student Overview Report

Hello User

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2015 ➔ MME ➔ Draft ISD Name ➔ Draft ABC District Name ➔ Draft ABC School Name ➔ Draft ABC Reporting Group

My Reports

Student Overview

Grade

Grade 11

Student

Student 13

Student 14

Smith, John B.

Student 15

Student 16

Student 17

Student 18

Student 19

Student 20

College Entrance Examination

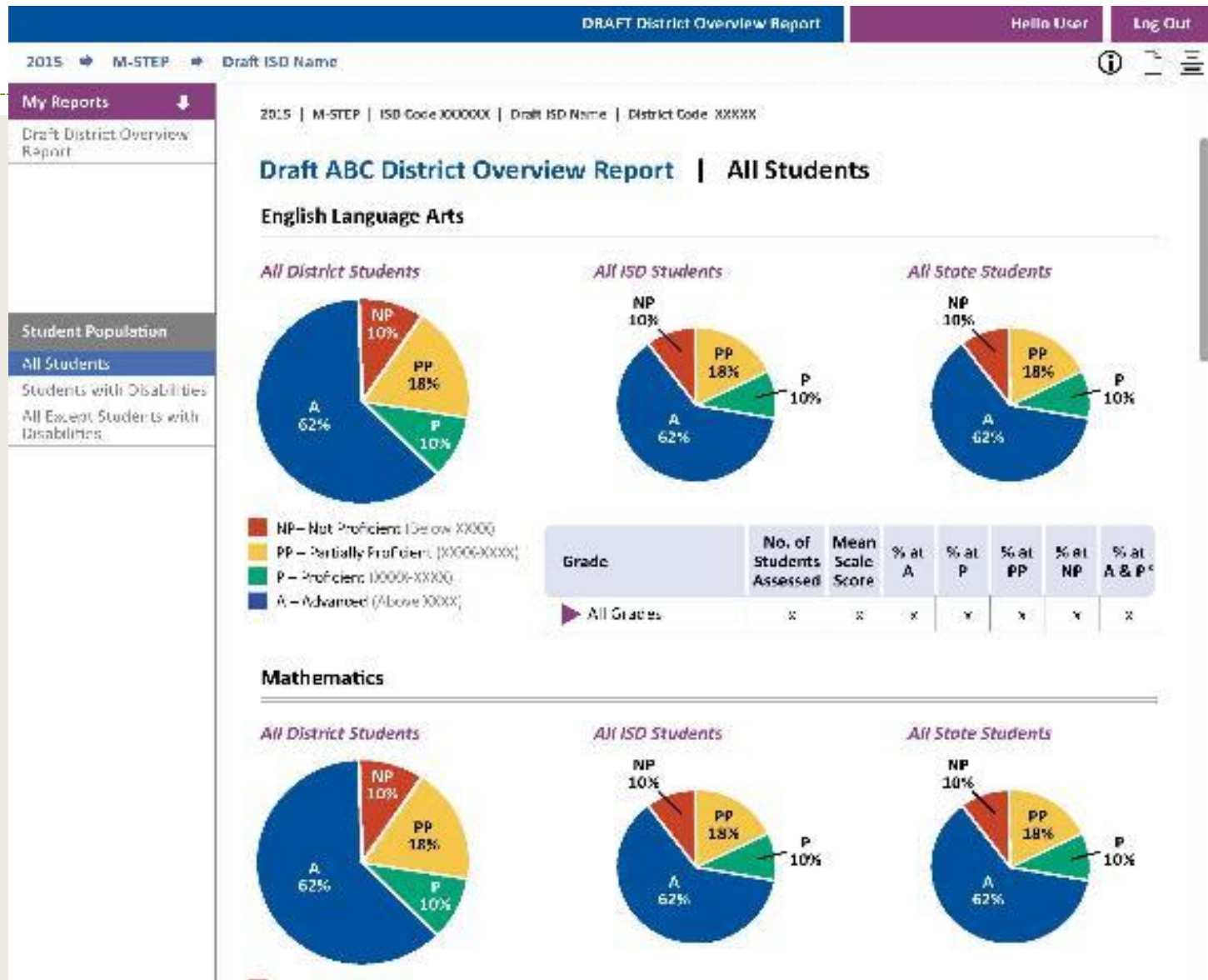
ACT plus Writing	Score
1: English	XX
2: Mathematics	XX
3: Reading	XX
4: Science	XX
Composite Score	XX

Combined English/Writing	XX
Writing	XX

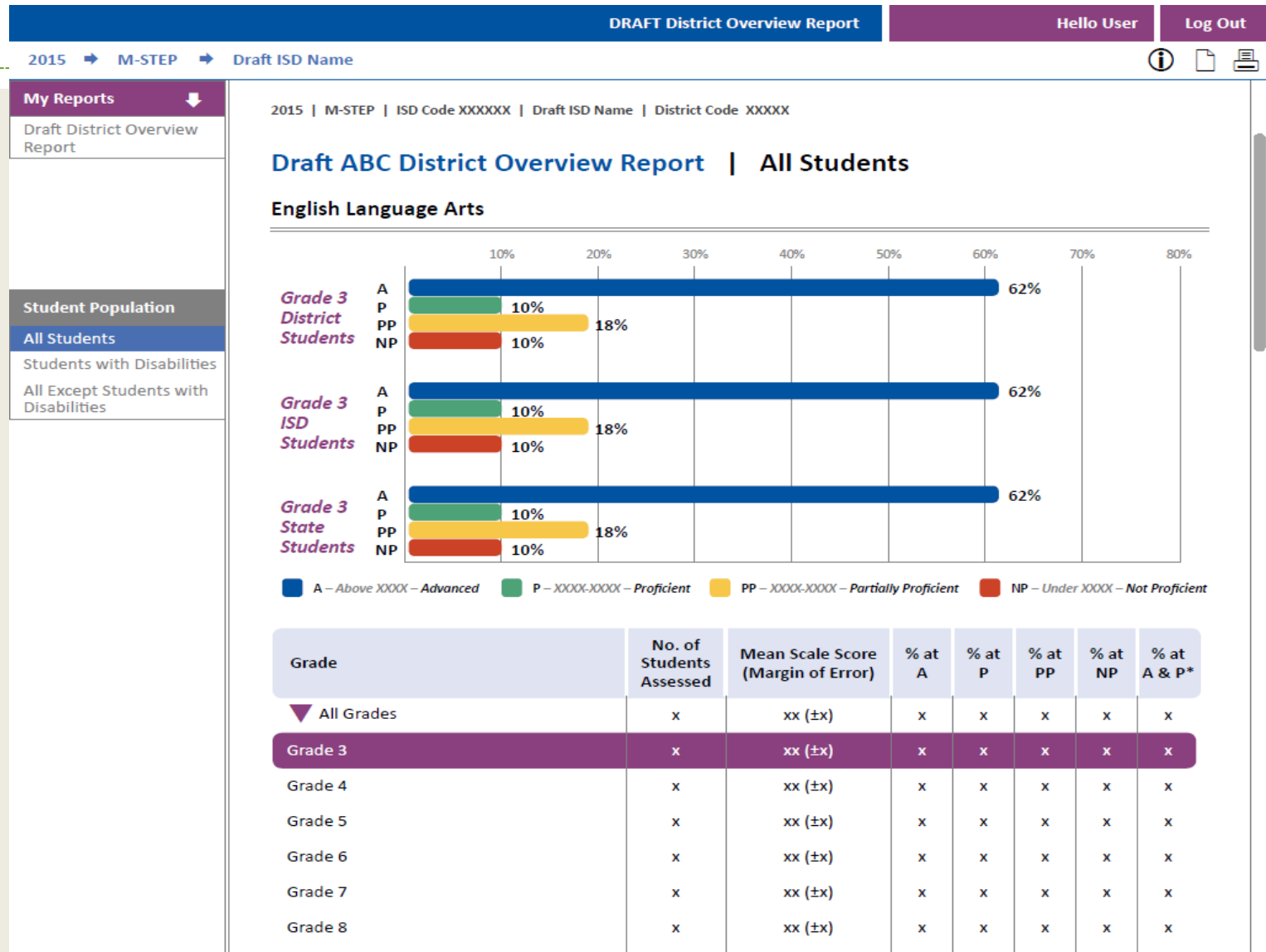
Job Skills Assessment

WorkKeys	Score/Level
1: Reading for Information	X
2: Applied Mathematics	X
3: Locating Information	X
National Career Readiness Certificate Eligibility	Gold

DISTRICT OVERVIEW- First Thoughts



DISTRICT OVERVIEW/by grade - Likely



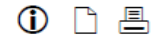
DISTRICT COMPREHENSIVE

DRAFT District Comprehensive Report

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2015 → M-STEP → Draft ISD Name → Draft ABC District Name → Draft ABC Reporting Group



My Reports

Draft District
Comprehensive Report

Grade

All Grades

Student Population

All Students

Students with Disabilities

All Except Students with
Disabilities

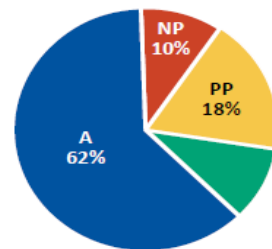
2015 | M-STEP | ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name

Draft ABC District Comprehensive Report

All Grades | All Students

English Language Arts

All Students

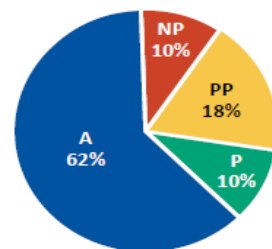


- NP— Not Proficient (Below XXXX)
- PP — Partially Proficient (XXXX-XXXX)
- P — Proficient (XXXX-XXXX)
- A — Advanced (Above XXXX)

Schools in District	No. of Students Assessed	Mean Scale Score	% at A	% at P	% at PP	% at NP	% at A & P*
▶ All Schools	x	x	x	x	x	x	x

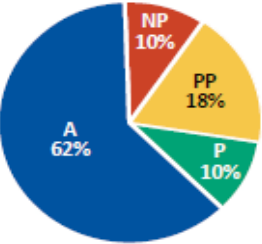
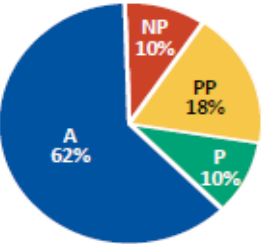
Mathematics

All Students



Schools in District	No. of Students Assessed	Mean Scale Score	% at A	% at P	% at PP	% at NP	% at A & P*
▶ All Schools	x	x	x	x	x	x	x

DISTRICT DEMOGRAPHIC

DRAFT District Demographic Report				Hello User		Log Out																																																																																																																																																																																																					
2015 → M-STEP → Draft ISD Name → Draft ABC District Name → Grade 3																																																																																																																																																																																																											
My Reports ↓ Draft District Demographic Report Grade ↓ Grade 3 Student Population All Students Students with Disabilities All Except Students with Disabilities																																																																																																																																																																																																											
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>2015 M-STEP ISD Code XXXXXX Draft ISD Name District Code XXXXX Draft ABC District Name School Code XXXXX Draft ABC School Name Draft ABC Reporting Group</p> <h2 style="margin-top: 10px;">Draft ABC District Name Demographic Report</h2> <h3 style="margin-top: 10px;">Grade 3 Students with Disabilities</h3> <h4 style="margin-top: 10px;">English Language Arts</h4> <div style="margin-top: 20px;"> <p><i>Grade 3 Students with Disabilities</i></p>  <ul style="list-style-type: none"> ■ NP – Not Proficient (Below XXXX) ■ PP – Partially Proficient (XXXX-XXXX) ■ P – Proficient (XXXX-XXXX) ■ A – Advanced (Above XXXX) </div> <div style="margin-top: 20px;"> <p><i>Grade 3 Female Students with Disabilities</i></p>  </div> </div> </div>								<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Demographic Subgroups</th> <th>No. of Students Assessed</th> <th>Mean Scale Score</th> <th>% at A</th> <th>% at P</th> <th>% at PP</th> <th>% at NP</th> <th>% at A & P*</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Gender</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Male</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Female</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Ethnicity</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>American Indian or Alaska Native</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Asian</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Black or African American</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>White</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Two or More Races</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Hispanic of Any Race</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Additional Reporting Groups</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Economically Disadvantaged</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>ELs</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Formerly LEP</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Migrant</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Homeless</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Accommodations</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Stand.</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>All Nonstand.</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Stand. – EL Only</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Nonstand. – EL Only</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>				Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at A	% at P	% at PP	% at NP	% at A & P*	All	x	x	x	x	x	x	x	Gender								Male	x	x	x	x	x	x	x	Female	x	x	x	x	x	x	x	Ethnicity								American Indian or Alaska Native	x	x	x	x	x	x	x	Asian	x	x	x	x	x	x	x	Black or African American	x	x	x	x	x	x	x	Native Hawaiian or Other Pacific Islander	x	x	x	x	x	x	x	White	x	x	x	x	x	x	x	Two or More Races	x	x	x	x	x	x	x	Hispanic of Any Race	x	x	x	x	x	x	x	Additional Reporting Groups								Economically Disadvantaged	x	x	x	x	x	x	x	ELs	x	x	x	x	x	x	x	Formerly LEP	x	x	x	x	x	x	x	Migrant	x	x	x	x	x	x	x	Homeless	x	x	x	x	x	x	x	Accommodations								All Stand.	x	x	x	x	x	x	x	All Nonstand.	x	x	x	x	x	x	x	Stand. – EL Only	x	x	x	x	x	x	x	Nonstand. – EL Only	x	x	x	x	x	x	x
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Native Hawaiian or Other Pacific Islander	x	x	x	x	x	x	x																																																																																																																																																																																																				
White	x	x	x	x	x	x	x																																																																																																																																																																																																				
Two or More Races	x	x	x	x	x	x	x																																																																																																																																																																																																				
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Economically Disadvantaged	x	x	x	x	x	x	x																																																																																																																																																																																																				
ELs	x	x	x	x	x	x	x																																																																																																																																																																																																				
Formerly LEP	x	x	x	x	x	x	x																																																																																																																																																																																																				
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STUDENT ROSTER

DRAFT Student Roster Report

Hello User

Log Out

2015 → MME → Draft ISD Name → Draft ABC District Name → Draft ABC School Name → Draft ABC Reporting Group

My Reports

Student Roster

School

Draft ABC School

Grade

Grade 3

Student Population

All Students

Students with Disabilities

All Except Students with Disabilities

Content Area

ELA

2015 | M-STEP | ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name
School Code XXXXX | Draft ABC School Name | Draft ABC Reporting Group

Student Roster | Draft ABC School | Grade 3 | All Students

English Language Arts

Students (Total = 71)	Scale Score	Margin of Error	Perf. Level	Scale Score
				<div>Under 1300 Not Proficient (NP)</div> <div>1301-1323 Partially Proficient (PP)</div> <div>1324-1363 Proficient (P)</div> <div>Above 1363 Advanced (A)</div>
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	A	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	NP	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	A	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	PP	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	A	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	NP	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	
Last Name, First Name, MI UIC: XXXXXXXXX DOB: XX/XX/XX	XXXX	(±X)	P	

TARGET ANALYSIS

2015

MME

Draft ISD Name

Draft ABC District Name

Draft ABC School Name

Draft ABC Reporting Group

My Reports

Assessment Target Analysis

Grade

Grade 3

Content Area

Mathmatics

2015 | M-STEP | ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name
School Code XXXXX | Draft ABC School Name | Draft ABC Reporting Group

Grade 3 | Mathematics

Assessment Target Analysis

▼ Claim 1	Students explain, apply mathematical concepts and carry out procedures with precision and fluency	No. of Students Assessed/Not Assessed	Average % Pts. Earned	Number of Students With:			
				0-25% Pts. Earned	26-50% Pts. Earned	51-75% Pts. Earned	76-100% Pts. Earned
Target A	Represent and solve problems involving	XX/XX	XX	XX	XX	XX	XX
Target B	Understand properties of multiplication and	XX/XX	XX	XX	XX	XX	XX
Target C	Multiply and divide within 100.	XX/XX	XX	XX	XX	XX	XX
Target D	Solve problems involving the four operations.	XX/XX	XX	XX	XX	XX	XX
Target E	Use place value and properties of arithmetic to	XX/XX	XX	XX	XX	XX	XX
Target F	Develop understanding of fractions as numbers.	XX/XX	XX	XX	XX	XX	XX
Target G	Measurement and estimation of intervals of	XX/XX	XX	XX	XX	XX	XX
Target H	Represent and interpret data.	XX/XX	XX	XX	XX	XX	XX
Target I	Geometric measurement use concepts of area,	XX/XX	XX	XX	XX	XX	XX
Target J	Geometric measurement distinguish between	XX/XX	XX	XX	XX	XX	XX
Target K	Reason with shapes and their attributes.	XX/XX	XX	XX	XX	XX	XX
▼ Claim 2	Students solve a range of complex well-posed problems in pure and	No. of Students Assessed/Not	Average % Pts. Earned	Number of Students With:			
				0-25% Pts. Earned	26-50% Pts. Earned	51-75% Pts. Earned	76-100% Pts. Earned
Target A	Apply mathematics to solve problems	XX/XX	XX	XX	XX	XX	XX
Target B	Select and use appropriate tools	XX/XX	XX	XX	XX	XX	XX
Target C	Interpret results in the context of a	XX/XX	XX	XX	XX	XX	XX
Target D	Identify important quantities in a practical	XX/XX	XX	XX	XX	XX	XX
▼ Claim 3	Students construct arguments to support	No. of Students Assessed/Not	Average % Pts. Earned	Number of Students With:			
				0-25% Pts. Earned	26-50% Pts. Earned	51-75% Pts. Earned	76-100% Pts. Earned

PARENT REPORT-page 1

Smith, John B. | Grade 5

UIC: 0123456789

ISD Code XXXXXX | Draft ISD Name | District Code XXXXX | Draft ABC District Name
School Code XXXXX | Draft ABC School Name

2015
Parent
Report



Dear Parent or Guardian:

Natem quo od moloris nihilibus repeleuptam rempor molorehent, quo velendigento tecae prereri dolendit que volest molutae mos num nim ea con pratur rest enda nis qui iumque rerit moloratist iditiant eossi sum velestrum qui od que nonsedis et qui volum ea dipsamusam fugitate vel id moluptia dolorem lacestr uptate nullam lam quid que elenis ipsuntor adit hit es

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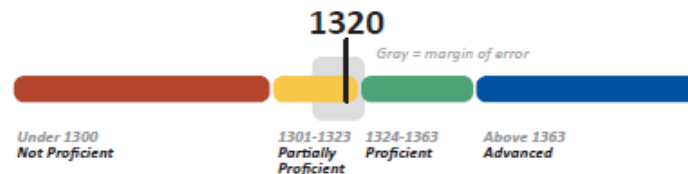
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Sincerely,

Brian J. Whiston
State Superintendent
Michigan Department of Education



ELA Overall Performance Level and Scale Score



Claim Scores ☒ = Near, At, or Above Proficiency ☐ = Below Proficiency

Claims

- | Claims | Scale Score | Level |
|--|-------------|-------------------------------------|
| 1: Reading: Students can read closely and analytically to comprehend a range of increasing complex literary and informational texts | XXXX | <input checked="" type="checkbox"/> |
| 2: Writing: Students can produce effective writing for a range of purposes and audiences. | XXXX | <input checked="" type="checkbox"/> |
| 3: Speaking and Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences. | XXXX | <input type="checkbox"/> |
| 4: Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. | XXXX | <input checked="" type="checkbox"/> |

Performance Level Descriptors

Advanced Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tat uis re con dio test.

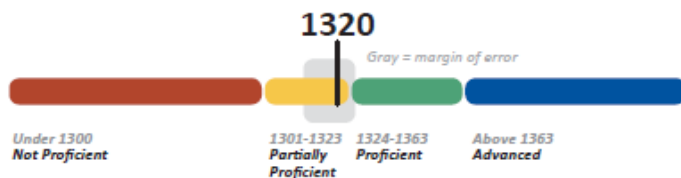
Proficient Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt.

Partially Proficient Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tatur.

Not Proficient Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tatur rem quam, omnis aut quassenit rem quam, omnis aut quassenit rem quam, omnis aut quassenit?

PARENT REPORT- page 2

Mathematics Overall Performance Level and Scale Score

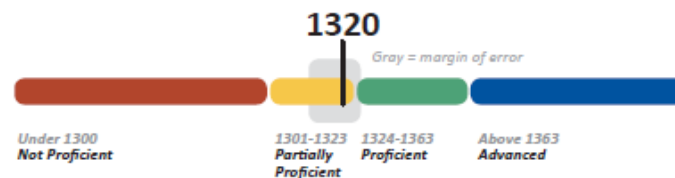


Claim Scores

✓ = Near, At, or Above Proficiency ✗ = Below Proficiency

Claims	Scale Score	Level
1: Concepts and Procedures: Students explain, apply mathematical concepts and carry out procedures with precision and fluency.	XXXX	✓
2/4: Problem Solving/Modeling and Data Analysis: Students solve a range of complex well-posed problems in pure and applied mathematics; analyze complex, real-world scenarios and construct and use models.	XXXX	✓
3: Communicating and Reasoning: Students construct arguments to support reasoning and to critique the	XXXX	✗

Social Studies Overall Performance Level and Scale Score



Discipline Scores

Disciplines	Points Earned/ Possible	% Correct
1: History: Natem quo od moloris nihilibus repelecutam rempor molorehent, quo velendigento tecae prereri dolendit que volest molutae mos num. nim ea con pratur rest enda nis qui iumque rerit moloratist iditiant eossi	XX/XX	XX%
2: Geography: Katem quo od moloris nihilibus repelecutam rempor molorehent, quo velendigento.	XX/XX	XX%
3: Civics/Government: Eossi sum velestrum qui od que nonsedis et qui volum ea dipsamusam fugitat.	XX/XX	XX%
4: Economics: molorehent, quo velendigento tecae prereri dolendit que volest molutae mos num.	XX/XX	XX%
5: Social Studies Knowledge, Processes, and Skills: molorehent, quo velendigento tecae prereri dolendit que volest molutae mos num.	XX/XX	XX%

Performance Level Descriptors

Advanced Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tatur?

Proficient Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tatur?

Partially Proficient Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tatur?

Not Proficient Aquat que rem quam, omnis aut quassenit harum lacculliquis re con ex et dio test, sin rerum, quidi dolla porrore restrunt volupta tusdaec tatur?

THOUGHTS?



t h i n k i n g

